

# DOCUMENT RESUME

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## ABSTRACT

This is a working document of instruments for the identification of Pre-Kindergarten, High-Risk children. The intent of the table and bibliography is to create an awareness of available instruments and their components rather than to assess their effectiveness. The components that are listed in the table were all found within test manuals. The term "Administrator" or "Testor" states a title rather than the degrees of training. Performance factors that are checked are based on test claims as well as authors' judgment. Rating scales which require subjective judgment (with or without the child's presence) are separated from objective measurement gained through test participation. Four major sources were used for compiling this information. Specific references for each instrument can be found in the attached bibliography.  
(Author/CK)

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INSTRUMENTS FOR SCREENING OF  
PRE-KINDERGARTEN CHILDREN

October, 1972

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This is a working document of instruments for the identification of Pre-Kindergarten, High-Risk Children. The intent of the table and bibliography is to create an awareness of available instruments and their components rather than to assess their effectiveness.

The components that are listed in the table were all found within test manuals. The term "Administrator" or "Testor", states a title rather than the degree of training. Performance factors that are checked are based on test claims as well as authors' judgement. Rating scales which require subjective judgement (with or without the child's presence) are separated from objective measurement gained through test participation.

The four major sources for compiling this information were:

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| (1) Regenstein Library<br>Curriculum Laboratory<br>University of Chicago<br>Chicago, Illinois                                      | (2) Buros, O.<br>7th Mental Measurement<br>Yearbook                            |
| (3) Butler, A.<br>Literature Search & Development<br>of an Evaluation System in Early<br>Childhood Education<br>Indiana University | (4) C.S.E./E.C.R.C.<br>Pre-School/Kindergarten<br>Test Evaluations<br>U.C.L.A. |

Specific references for each instrument (Author, Publisher, and Address) can be found in the attached bibliography.

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KEY FOR READING THE ATTACHED TABLE:

INSTRUMENTS FOR THE IDENTIFICATION OF PRE-KINDERGARTEN HIGH RISK CHILDREN

- A. Age Range Tested (2-6)
- B. Depth (Screening-Diagnostic)
- C. Administration Factors
  - 1. Group-Individual
  - 2. Time Needed to Complete
  - 3. Paced-Untimed-Timed
  - 4. Administrator
    - a. T - Trained
    - b. N - No Training Necessary
    - c. Py- Psychologist
    - d. M - Medical Doctor
    - e. P - Parent
- D. Response During Test (Vocal-Motor)
- E. Performance Factors
  - 1. Auditory Discrimination
  - 2. Articulation
  - 3. Language
  - 4. Developmental
  - 5. Visual Perception
  - 6. Motor
  - 7. School Readiness
  - 8. Social Skills
  - 9. Self Concepts
  - 10. Conceptual Skills
- F. Measurements Requiring Subjective Judgement with/without Child
  - 1. Rating scales by parent
  - 2. Rating scales by teacher
  - 3. Interview
  - 4. Observation

Instruments for the Identification of Pre-Kindergarten High Risk Children

	2	2.5	3	3.5	4	4.5	5	5.5	6	Screening Diagnostic	Individual Group	Test Time	Paced	Untimed	Timed	Administrator	Vocal Response	Motor Response	Auditory Discr.	Articulation	Language	Developmental	Visual Perception	Motor	School Readiness	Social Skills	Self Concepts	Conceptualization	Rated by Parent	Rated by Teacher	Interview	Observation
ABC INVENTORY							XXXX			X	X			X	T		XX								X							
ANIMAL PICTURE Q SORT			XXXXXX				XXXXXX			X	X			X	T		X															
ANTON BRENNER DEVELOPMENTAL							XXX			X	X	30	X	X	T		X							XXX								
ARIZONA ARTICULATION PROFICIENCY			XXXXXX				XXXXXX			X	X	25	X	X	T		XX															
ARTHUR ADAPTATION OF LETTER			XXXXXX				XXXXXX			X	X				T		X							XX								
ARTHUR POINT SCALE							XXXX			X	X				XT		X						XX									
ASSESSMENT OF CHILDREN'S LANGUAGE COMPREHENSION							XXX			X	X	10	X	X	T		X				X											
ASSESSMENT PROGRAM OF EARLY LEARNING LEVELS							XXXX			X	X	10	X	X	T		X															
AUDITORY DISCRIMINATION TEST							XX			X	X	5			T		X															
AYRES SPACE TEST			XXXXXX				XXXXXX			X	X	15		X	T		X						X									

TEST NAME	AGE						TYPE				SCALES				RATER																			
	2	2.5	3	3.5	4	4.5	5	5.5	6	Screening	Diagnostic	Individual	Group	Test Time	Paced	Untimed	Timed	Administrator	Vocal Response	Motor Response	Auditory Discr.	Articulation	Language	Developmental	Visual Perception	Motor	School Readiness	Social Skills	Self Concepts	Conceptualization	Rated by Parent	Rated by Teacher	Interview	Observation
BASIC CONCEPT INVENTORY				XXXXX						X	X	X	X	20	X	X	T		X	X							X							
BAYLEY SCALES OF INFANT DEVELOPMENT	X	XXXXXX	XXXXXX	XXXXXX							X	X	15	X	X	T		X	X					X										
BENDER GESTALT TEST FOR YOUNG CHILDREN - KOPITZ METHOD				XX							X	X	10	X	X	T			X					XX										
BINGHAM BUTTON TEST			XXXXXX	XXXXXX							X	X	10	X	X	T			X				XX											
BIRTHDAY TEST			XXXXXX	XXXXXX								X	X	10	X	N			X									XX						
BLUM-FIELDSTEEL			XXXXXX	XXXXXX							X	X	30			T			X				X											
BOEHM TEST OF BASIC CONCEPTS				XXXX							X	X	15			T			X									X						
BOOK ABOUT ME				XXXXXX							X	XX				T			XX								XX							
BROWN IDS SELF CONCEPTS REFERENCE TEST				XXXXXX							X	X				T			X								X							
CALIFORNIA PRE-SCHOOL SOCIAL COMPETENCY SCALE			XXXXXXXXXX								X	X	10			T			X								XX							





	(A)	(B)	(C)	(D)	(E)	(F)
2						
2.5						
3						
3.5						
4						
4.5						
5						
5.5						
6						
Screening						
Diagnostic						
Individual						
Group						
Test Time						
Paced						
Untimed						
Timed						
Administrator						
Vocal Response						
Motor Response						
Auditory Discr.						
Articulation						
Language						
Developmental						
Visual Perception						
Motor						
School Readiness						
Social Skills						
Self Concepts						
Conceptualization						
Rated by Parent						
Rated by Teacher						
Interview						
Observation						



EARLY EDUCATION SCREENING TEST BATTERY OF BASIC SKILLS DEVELOP- MENT																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																						
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GOLDMAN FRISTOE TEST OF ARTICULATION	2	2.5	3	3.5	4	4.5	5	5.5	6	Screening Diagnostic	Individual Group	Test Time	Paced Untimed	Timed	Administrator	Vocal Response Motor Response	Auditory Discr. Articulation Language Developmental	Visual Perception Motor	School Readiness Social Skills Self Concepts Conceptualization	Rated by Parent Rated by Teacher Interview Observation
GOLDMAN FRISTOE TEST OF ARTICULATION	XXXXXX	XXXXXX	XXXXXX	XXXXXX	XXXXXX	XXXXXX	XXXXXX	XXXXXX	XXXXXX	X	X	10			T	X			X	
GOLDMAN FRISTOE WOODCOCK TEST OF AUDITORY DISCRIMINATION										XX	X	15			T	X				
GOODENOUGH HARRIS DRAWING TEST										XXXXXX	X	5			T	X			XXX	
CINECOOKIES										XXXXXX	X	X			T	X			XX	
HELINA DEVELOPMENTAL ARTICULATION TEST										XXXXXX	X	X			T	X				
RELSIGER VOCABULARY TEST FOR YOUNG CHILDREN										XXXX	X				T	X				
HOUSTON TEST FOR LANGUAGE DEVELOPMENT										XXX	X	30			T	X			XXX	
ILLINOIS TEST OF PSYCHOLINGUISTIC ABILITIES										XXXXXXXXXX	X	45			T	X			XX	

	(A)	(B)	(C)	(D)	(E)	(F)
INTER AMERICAN SERIES-PRIMARY	X	X	X	X	X	X
HAVE AUDITORY SCREENING TEST	X	X	X	X	X	X
LANGUAGE FACILITY TEST	X	X	X	X	X	X
LINCOLN-OSERETSKY MOTOR DEVELOPMENT SCALE	X	X	X	X	X	X
MCCANDLESS MARSHALL PLAY INTER-ACTION	X	X	X	X	X	X
MCCANDLESS MARSHALL SOCIOMETRIC STATUS PICTURE TEST	X	X	X	X	X	X
MCCARTHY SCALE OF CHILDREN'S ABILITIES	X	X	X	X	X	X
MINNESOTA PRESCHOOL SCALE	X	X	X	X	X	X
MINNESOTA SOCIOMETRIC STATUS	X	X	X	X	X	X
	2	2.5	3	3.5	4	4.5
	5	5.5	6	Screening	Diagnostic	Individual
				Group	Test Time	Paced
				Untimed	Timed	Administrator
				Vocal Response	Motor Response	Auditory Discr.
						Articulation
						Language
						Developmental
						Visual Perception
						Motor
						School Readiness
						Social Skills
						Self Concepts
						Conceptualization
						Rated by Parent
						Rated by Teacher
						Interview
						Observation

	(A)	(B)	(C)	(D)	(E)	(F)
2						
2.5						
3						
3.5						
4						
4.5						
5						
5.5						
6						
ESU PUZZLE BOX TASK	X	X				
TEMPERARY SCALE OF ASCENDANT BEHAVIOR	X	X				
PARENT READINESS EVALUATION OF PRESCHOOLERS	X	X				
PARSONS LANGUAGE SAMPLE	X	X				
PENABODY PICTURE VOCABULARY TEST	X	X				
PRE-KINDERGARTEN GOAL CARD	X	X				
PRE PRIMARY PROFILE	X	X				
PRE SCHOOL ATTAINMENT RECORD	X	X				
PRE SCHOOL LANGUAGE SCALE	X	X				
Screening						
Diagnostic						
Individual						
Group						
Test Time						
Paced						
Untimed						
Timed						
Administrator						
Vocal Response						
Motor Response						
Auditory Discr.						
Articulation						
Language						
Developmental						
Visual Perception						
Motor						
School Readiness						
Social Skills						
Self Concepts						
Conceptualization						
Rated by Parent						
Rated by Teacher						
Interview						
Observation						

	(A)						(B)	(C)				(D)	(E)							(F)												
	2	2.5	3	3.5	4	4.5	5	5.5	6	Screening Diagnostic	Individual Group	Test Time	Paced	Untimed	Timed	Administrator	Vocal Response	Motor Response	Auditory Discr.	Articulation	Language	Developmental	Visual Perception	Motor	School Readiness	Social Skills	Self Concepts	Conceptualization	Rated by Parent	Rated by Teacher	Interview	Observation
PRE SCHOOL SELF CONCEPT PICTURE TEST					X	X	X			X		1/20		X		T	X	X														
QUICK TEST	X	X	X	X	X	X	X	X	X	X		3/10				T	X															
REYNOLD DEVELOPMENTAL LANGUAGE	X	X	X	X	X	X	X	X	X	X		20				T																
RILEY ARTICULATION AND LANGUAGE TEST							X	X	X	X		1/2	X			T	X		X	X												
RILEY PRE SCHOOL DEVELOPMENT SCREENING INVENTORY							X	X	X	X	X	3/12		X		T	X															
RING & PEG TESTS OF BEHAVIOR DEVELOPMENT	X	X	X	X	X	X	X	X	X	X		20/12		X		T	X	X														
SCHOOL READINESS CHECKLIST - READY OR NOT							X	X	X	X		10/20		X		P	X															
SCHOOL READINESS SURVEY												15/30		X		P	X	X														
SCREENING TEST FOR THE ASSIGNMENT OF REMEDIAL TREATMENTS	X	X	X	X	X	X						1/10				T																









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